

Teacher Questionnaire 2003-2004

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This questionnaire is for all teachers in the school. We are interested in learning about teachers' work both in and out of the classroom and their involvement in school improvement efforts.

Your responses are voluntary and confidential. If there is a question you do not wish to answer, simply skip it. We hope you will answer as many questions as possible. No individual teachers or their schools will be identified in any published reports.



Marking Instructions

Please use a No. 2 pencil only

Erase unwanted marks completely

Make no stray marks

Mark only one response to a question,
unless other directions are given

Correct Marks: 

Incorrect Marks: 

Place barcode label here



Your Perspective on the School

1. Please indicate the extent to which you agree or disagree with the following statements about the school in which you work. Mark (X) EACH item.

	Strongly Disagree	Disagree	Agree	Strongly Agree
Teachers at this school respect colleagues who are expert in their craft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers in this school trust each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers in this school really care about each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers respect other teachers who take the lead in school improvement efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many teachers openly express their professional views at faculty meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers in this school are willing to question one another's views on issues of teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We do a good job of talking through views, opinions, and values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers are expected to continually learn and seek out new ideas in this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers are encouraged to experiment in their classrooms in this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers are encouraged to take risks in order to improve their teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers in this school expect students to complete every assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers in this school encourage students to keep trying even when the work is challenging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers in this school set high expectations for academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers in this school think it's important that all students do well in their classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How many teachers in this school:

Mark (X) EACH item.

	None	Less than half	About half	Most	Nearly All
Take responsibility for helping one another do well	<input type="checkbox"/>				
Help maintain positive student behavior in the entire school	<input type="checkbox"/>				
Take responsibility for improving the overall quality of teaching in the school	<input type="checkbox"/>				

3. Please indicate the extent to which you agree or disagree with the following statements.

Mark (X) EACH item.

Strongly Disagree **Disagree** **Agree** **Strongly Agree**

Policies about how I should teach are often contradictory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often have difficulty choosing what to do in my classroom out of all the options I hear about	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Out of all the information about teaching I receive, I am often unsure about how to prioritize things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, the instructional policies I am supposed to follow in my classroom seem inconsistent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Please indicate the extent to which you agree or disagree with the following statements.

Mark (X) EACH item.

Strongly Disagree **Disagree** **Agree** **Strongly Agree**

I have detailed knowledge of the content covered and instructional methods used by other teachers at this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I begin working with a new group of students, I have detailed knowledge of what those students learned previously	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's easy for other teachers in this school to know what students learned in my class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I frequently plan and coordinate instruction with my students' other teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In this school, teachers who work with students at the same achievement level use similar methods and cover the same content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students at this school are expected to master the content they are working on before moving to new topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Please estimate the percentage of students in your classes who are:

Mark (X) EACH item.

Under 5% **5-10%** **11-24%** **25-50%** **51-75%** **76% or more**

Limited English Proficient (LEP) or use English as a Second Language (ESL)	<input type="checkbox"/>					
Severely emotionally impaired or behaviorally disordered	<input type="checkbox"/>					
Learning Disabled or Mentally Impaired	<input type="checkbox"/>					

Reading/Language Arts Instruction

6. Do you teach reading as part of your assignment? Mark (X) ONE box.

- Yes - Continue with the questions in this "Reading/Language Arts Instruction" section
- No - Skip to the "Mathematics Instruction" section question 27 on page 12

This section asks a number of questions about your teaching of reading/language arts and about the students you teach. When answering these questions, we would like you to refer to a single group of students we will call your "target reading class." In order to determine your target reading class, please answer the three questions below. Even if you taught reading/language arts to multiple groups of students this year, please refer only to your target reading class when answering this section.

<p>7a. Did you teach reading to more than one group of students each day (for example, you are a reading specialist)?</p>	<p><input type="checkbox"/> Yes </p> <p><input type="checkbox"/> No - Go to 7b.</p>	<p>If yes, your target reading class is the first class of the week to which you teach reading (e.g., the class you teach during the 1st period on Monday). Go to Question 8.</p>
<p>7b. Did you teach reading to several different groups of students who were periodically reassigned to a different reading teacher throughout this year?</p>	<p><input type="checkbox"/> Yes </p> <p><input type="checkbox"/> No - Go to 7c.</p>	<p>If yes, your target reading class is the group of students to whom you are currently teaching reading. Go to Question 8.</p>
<p>7c. Did you teach reading to only one class of students this year (e.g. you taught reading to a self-contained classroom)?</p>	<p><input type="checkbox"/> Yes </p> <p><input type="checkbox"/> No - Choose one class as your target reading class. Go to Question 8</p>	<p>If yes, your target reading class is the group of students in that class. Go to question 8</p>

8. How many students are in your target reading class?

Print number of students in the boxes.

		Students
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9. How are the students in your target reading class assigned to you? Mark (X) ONE box.

- All of the students in my reading class come from my self-contained classroom
- The students in my reading class come from two or more classrooms of the same grade in this school
- The students in my reading class come from two or more classrooms at different grade levels in this school

10. How often does the group of students to whom you teach reading change ? Mark (X) ONE box.

- I teach the same group of students for more than one academic year
- I teach the same group of students for an entire school year
- The group of students I teach changes one or two times during the school year
- The group of students I teach changes every six to eight weeks
- The group of students I teach changes once or twice a month

11. What is the grade level of the majority of the students in your target reading class? Mark (X) ONE box.

- Pre-K K 1st 2nd 3rd 4th 5th 6th 7th 8th

12. How does the reading comprehension performance of your target reading class compare to the national average of students in the grade you checked in question 11? Mark (X) ONE box.

- It is well below the national average
 It is slightly below the national average
 It is close to the national average
 It is slightly above the national average
 It is well above the national average

13. To what extent do you agree or disagree with the following statements about your target reading class? Mark (X) EACH item.



	Strongly Disagree	2	3	4	5	6	Strongly Agree
Most of the students in my target reading class can learn what I am supposed to teach them	<input type="checkbox"/>						
By trying different methods, I can significantly affect my students' achievement level	<input type="checkbox"/>						
I feel a great deal of satisfaction when students in my target reading class learn what I am supposed to teach them	<input type="checkbox"/>						

14. On a typical day, how many minutes do you teach reading/language arts to your target reading class? Print number of minutes in the boxes.

Minutes

15. When teaching your target reading class, how often do you use the following approaches to group students for instruction? Mark (X) EACH item.



	Rarely or never	A few times a month	A few times a week	Every day
Whole class grouping (e.g., all students are taught the same thing at the same time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability or achievement grouping (e.g., the most proficient readers are in one group, the next most proficient are in a second group, and the rest are in a third group)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mixed ability grouping (e.g., students are grouped according to interest/genre, cooperative-learning groups, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individualized instruction (e.g., students work individually on learning assignments specifically tailored to their achievement or interest)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This questionnaire is designed to measure instruction across all elementary school grades. Therefore, some of the questions that ask about instruction in the next section may not apply to the grade you teach. The questions in this section contain a "Never" category which allows you to indicate that a particular teaching practice or classroom activity does not apply to your situation.

16. How often were the following topics a PRIMARY FOCUS of instruction for your target reading class this year?
Mark (X) EACH item.

Never Less than once a month 1-3 times per month 1-2 times per week 3-4 times per week Every day

Word Analysis (e.g., decoding, word families, context cues, sight words)	<input type="checkbox"/>					
Reading fluency (e.g., repeated readings, guided oral reading)	<input type="checkbox"/>					
Listening Comprehension	<input type="checkbox"/>					
Reading Comprehension	<input type="checkbox"/>					
Grammar	<input type="checkbox"/>					
Spelling	<input type="checkbox"/>					
Written composition (e.g., writing sentences, paragraphs, stories)	<input type="checkbox"/>					

17. How often were the following topics a PRIMARY FOCUS of instruction for your target reading class this year?
Mark (X) EACH item.

Never Less than once a month 1-3 times per month 1-2 times per week 3-4 times per week Every day

Using phonics-based or letter-sound relationships to read words in sentences	<input type="checkbox"/>					
Using context, pictures, and/or sentence meaning and structure to read words	<input type="checkbox"/>					
Sound blending	<input type="checkbox"/>					
Sound segmenting such as writing the individual sounds students hear in words	<input type="checkbox"/>					
Common sight word recognition	<input type="checkbox"/>					

18. How often were the following comprehension topics a PRIMARY FOCUS of instruction for your target reading class this year?
Mark (X) EACH item.

	Never	Less than once a month	1-3 times per month	1-2 times per week	3-4 times per week	Every day
Activating prior knowledge or making personal connections to text	<input type="checkbox"/>					
Students generating their own questions	<input type="checkbox"/>					
Summarizing important or critical details	<input type="checkbox"/>					
Analyzing or evaluating text	<input type="checkbox"/>					
Examining literary techniques	<input type="checkbox"/>					
Identifying the author's purpose	<input type="checkbox"/>					
Using concept maps, story maps, or text structure frames	<input type="checkbox"/>					
Answering questions that have answers directly stated in the text	<input type="checkbox"/>					
Answering questions that require inferences	<input type="checkbox"/>					

19. This year, how often did the students in your target reading class demonstrate comprehension in the following ways?
Mark (X) EACH item.

	Never	Less than once a month	1-3 times per month	1-2 times per week	3-4 times per week	Every day
Wrote brief answers to questions	<input type="checkbox"/>					
Wrote extensive answers to questions	<input type="checkbox"/>					
Did a think-aloud or explained how they applied a skill or strategy	<input type="checkbox"/>					
Worked on a written literature extension project	<input type="checkbox"/>					

20. This year, how often did the students in your target reading class work on the following areas in written composition?
Mark (X) EACH item.

	Never	Less than once a month	1-3 times per month	1-2 times per week	3-4 times per week	Every day
Editing the capitalization, punctuation, or spelling of their own writing	<input type="checkbox"/>					
Editing the word use, grammar, or syntax of their own writing	<input type="checkbox"/>					
Revising their writing by working on elaborating and extending what they wrote	<input type="checkbox"/>					
Revising their writing by reorganizing or refining what they wrote	<input type="checkbox"/>					

21. This year, how often did the students in your target reading class write...
Mark (X) EACH item.

	Never	Less than once a month	1-3 times per month	1-2 times per week	3-4 times per week	Every day
Using only letter strings or words (with or without illustrations)	<input type="checkbox"/>					
An individual sentence or separate sentences (with or without illustrations)	<input type="checkbox"/>					
An individual paragraph or separate paragraphs	<input type="checkbox"/>					
Two or more connected paragraphs	<input type="checkbox"/>					

22. This year, how often did your target reading class work on LISTENING COMPREHENSION using...
Mark (X) EACH item.

	Never	Less than once a month	1-3 times per month	1-2 times per week	3-4 times per week	Every day
Informational text	<input type="checkbox"/>					
Chapter book	<input type="checkbox"/>					

23. This year, how often did your target reading class work on READING COMPREHENSION using...
Mark (X) EACH item.

	Never	Less than once a month	1-3 times per month	1-2 times per week	3-4 times per week	Every day
Informational text	<input type="checkbox"/>					
Narrative text with patterned or predictable language	<input type="checkbox"/>					
Narrative text with controlled vocabulary (sight words and/or easily sounded out)	<input type="checkbox"/>					
Short narrative text without any attempt to control vocabulary (literature-based or thematic)	<input type="checkbox"/>					
Chapter book	<input type="checkbox"/>					

The next few questions draw upon your knowledge of language arts. We believe that the complex work of teaching requires teachers to draw upon a wide variety of knowledge and skills. This section will be used to help us understand how knowledge of specific areas of language arts influences instructional decisions.

24. Mrs. Jones, a third-grade teacher, has just completed an informal assessment of her students' speed and accuracy in word recognition. She determines that three students are accurate in sounding out words but slow at reading text. This result is confirmed in a one-minute timed reading passage, on which all three students read less than 60 words per minute in grade-appropriate material. To help these students increase their reading fluency, what should Mrs. Jones do?

Mark (X) EACH item.

Yes No I'm not sure

Engage the students in repeated readings of easy text passages.

Teach the students which parts of a passage to skip, so that they can keep pace with their classmates.

Read aloud to the students more frequently to increase interest and exposure to literature.

Provide the student with high-interest library books and freedom to choose and read books of personal interest.

25. Ms. Thomas recently attended a professional seminar in which the facilitator discussed important considerations for instruction of "sight words." He referred to these as the high-frequency words students encounter most often in their reading. In addition, the facilitator noted that these words are not spelled regularly and are therefore not easy for students to sound out by using common phonics rules.

Ms. Thomas offers to generate a list of these so-called "sight words" with the goal of finding words that are both high frequency and irregularly spelled. For each word below, consider whether it is high frequency and consider whether it is irregularly spelled.

Part a. Mark (X) for each word.

High frequency Low frequency I'm not sure

said

and

bear

was

Part b. Mark (X) for each word.

Irregularly spelled Regularly spelled I'm not sure

said

and

bear

was

The Partridge and the Fowler

A Fowler caught a Partridge and was about to kill it. The Partridge earnestly begged him to spare his life, saying, "Pray, master, permit me to live and I will entice many Partridges to you in recompense for your mercy to me." The Fowler replied, "I shall now with less scruple take your life, because you are willing to save it at the cost of betraying your friends and relations."

To assess his students' understanding of *The Partridge and the Fowler*, Mr. Hamada asks them to work in small groups to select a moral for this fable. He provides a list of possible morals. Which choices capture the meaning of this fable?

Mark (X) EACH item.

	Yes	No	I'm not sure
Birds of a feather flock together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One can not escape one's own evil deeds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The gods help those that help themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The hero is brave in deeds as well as words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please continue on to page 12.

Mathematics Instruction

27. Do you teach mathematics as part of your assignment? Mark (X) ONE box.

- Yes - Continue with the questions in this "Mathematics Instruction" section
- No - Skip to "Instructional Improvement" section question 47 on page 19

*This section asks a number of questions about your teaching of mathematics and about the students you teach. When answering these questions, we would like you to refer to a single group of students we will call your "target math class." In order to determine your target math class, please answer the three questions below. **Even if you taught mathematics to multiple groups of students this year, please refer only to your target math class when answering this section.***

28a. Did you teach mathematics to more than one class of students each day (for example, you are a mathematics specialist)?	<input type="checkbox"/> Yes  <input type="checkbox"/> No - Go to 28b.	If yes, your target math class is the first class of the week to which you teach mathematics (e.g., the class you teach during the 1st period on Monday). Go to Question 29.
28b. Did you teach mathematics to several different groups of students who were periodically reassigned to a different mathematics teacher throughout this year?	<input type="checkbox"/> Yes  <input type="checkbox"/> No - Go to 28c.	If yes, your target math class is the group of students to whom you are currently teaching mathematics. Go to Question 29.
28c. Did you teach mathematics to only one class of students this year (e.g. you taught mathematics to a self-contained classroom)?	<input type="checkbox"/> Yes  <input type="checkbox"/> No - Choose one class as your target class. Go to Question 29.	If yes, your target math class is the group of students in that class. Go to question 29.

29. How many students are in your target math class?

Print number of students in the boxes.

		Students
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30. How are the students in your target math class assigned to you? Mark (X) ONE box.

- All of the students in my target math class come from my self-contained classroom
- The students in my target math class come from two or more classrooms of the same grade in this school
- The students in my target math class come from two or more classrooms at different grade levels in this school

31. How often does the group of students to whom you teach mathematics change? Mark (X) ONE box.

- I teach the same group of students for more than one academic year
- I teach the same group of students for an entire school year
- The group of students I teach changes one or two times during the school year
- The group of students I teach changes every six to eight weeks
- The group of students I teach changes once or twice a month

32. What is the grade level of the majority of the students in your target math class? Mark (X) ONE box.

- Pre-K K 1st 2nd 3rd 4th 5th 6th 7th 8th

33. How does the mathematics performance of your target math class compare to the national average of students in the grade you checked in question 32? Mark (X) ONE box.

- It is well below the national average
- It is slightly below the national average
- It is close to the national average
- It is slightly above the national average
- It is well above the national average

34. To what extent do you agree or disagree with the following statements about your target math class?

Mark (X) EACH item.



	Strongly Disagree	2	3	4	5	6	Strongly Agree
Most of the students in my target math class can learn what I am supposed to teach them	<input type="checkbox"/>						
By trying different methods, I can significantly affect my students' achievement level	<input type="checkbox"/>						
I feel a great deal of satisfaction when students in my target math class learn what I am supposed to teach them	<input type="checkbox"/>						

35. On a typical day, how many minutes do you teach mathematics to your target math class?

Print number of minutes in the boxes.

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Minutes

36. When teaching your target math class, how often do you use the following approaches to group students for instruction? Mark (X) EACH item.

Rarely or never	A few times a month	A few times a week	Every day
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Whole class grouping (e.g., all students are taught the same thing at the same time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability or achievement grouping (e.g., the most proficient students are in one group, the next most proficient are in a second group, and the rest are in a third group)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mixed ability grouping (e.g., students are grouped according to interest/genre, cooperative-learning groups, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individualized instruction (e.g., students work individually on learning assignments specifically tailored to their achievement or interest)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This questionnaire is designed to measure instruction across all elementary school grades. Therefore, some of the questions that ask about instruction in the next section may not apply to the grade you teach. The questions in this section contain "Never" and "Did not teach this topic" categories which allow you to indicate that a particular teaching practice or classroom activity does not apply to your situation.

37. How frequently did your instruction focus on each of the following:

Mark (X) EACH item.

Never	Less than once a month	1-3 times per month	1-2 times per week	3-4 times per week	Every day
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Only whole numbers 0-20	<input type="checkbox"/>					
Whole numbers 0-100	<input type="checkbox"/>					
Whole numbers >100	<input type="checkbox"/>					
Negative numbers	<input type="checkbox"/>					
Fractions	<input type="checkbox"/>					
Decimals	<input type="checkbox"/>					

38. For how many lessons were the following topics a PRIMARY FOCUS of instruction for your target math class this year?

Mark (X) EACH item.

	Did not teach this topic	1-2 lessons	3-5 lessons	6-10 lessons	11-15 lessons	More than 15 lessons
Counting	<input type="checkbox"/>					
Number concepts with whole numbers	<input type="checkbox"/>					
Number concepts with fractions and decimals	<input type="checkbox"/>					
Addition	<input type="checkbox"/>					
Subtraction	<input type="checkbox"/>					
Multiplication	<input type="checkbox"/>					
Division	<input type="checkbox"/>					
Creating, continuing, or explaining patterns or sequences	<input type="checkbox"/>					
Functions or algebra	<input type="checkbox"/>					
Geometry or spatial sense	<input type="checkbox"/>					
Measurement	<input type="checkbox"/>					
Creating or using tables, tallies, graphs or charts	<input type="checkbox"/>					

39. This year, how often were each of the following topics in operations a PRIMARY FOCUS of instruction with your target math class?

Mark (X) EACH item.

	Did not teach this topic	1-2 lessons	3-5 lessons	6-10 lessons	11-15 lessons	More than 15 lessons
The meaning or properties of an operation	<input type="checkbox"/>					
Methods or strategies for finding answers to basic facts	<input type="checkbox"/>					
Practicing basic facts for speed or accuracy	<input type="checkbox"/>					
Why a conventional computational procedure works	<input type="checkbox"/>					
How to carry out the steps of a conventional computational procedure	<input type="checkbox"/>					
Practicing computational procedures for speed, accuracy, or ease of use	<input type="checkbox"/>					
Developing transitional, alternative, or non-conventional methods for doing computation	<input type="checkbox"/>					
Applying basic facts or computation to solve word problems	<input type="checkbox"/>					
Estimating the answer to a computation problem	<input type="checkbox"/>					

40. This year, how often did the students in your target math class do the following? Mark (X) EACH item.

	Never	Less than once a month	1-3 times per month	1-2 times per week	3-4 times per week	Every day
Listen to me present the definition for a term or the steps of a procedure	<input type="checkbox"/>					
Perform tasks requiring methods or ideas already introduced to students	<input type="checkbox"/>					
Assess a problem and choose a method to use from those already introduced to the students	<input type="checkbox"/>					
Perform tasks requiring methods or ideas not already introduced to the students	<input type="checkbox"/>					
Explain an answer or a solution method for a particular problem	<input type="checkbox"/>					
Analyze similarities and differences among representations, solutions, or methods	<input type="checkbox"/>					
Prove that a method works for all similar cases	<input type="checkbox"/>					

41. This year, how often did the students in your target math class do the following? Mark (X) EACH item.

	Never	Less than once a month	1-3 times per month	1-2 times per week	3-4 times per week	Every day
Work on mathematics problems that have multiple answers or solution methods	<input type="checkbox"/>					
Discuss mathematics ideas, problems, solutions, or methods	<input type="checkbox"/>					
Write extended explanations of mathematical ideas, solutions, or methods	<input type="checkbox"/>					
Work on a mathematics investigation, problem, or project for several days	<input type="checkbox"/>					

42. We are interested in the mathematics curriculum materials you use most often in your classroom this school year. In the space provided, please write the name and/or publisher of the materials you use most often in your mathematics teaching (for example, *Investigations*, *Addison Wesley Scott Foresman*, *Success for All Mathematics*). (Please print clearly.)

The next few questions draw upon your knowledge of mathematics. We believe that the complex work of teaching requires teachers to draw upon a wide variety of knowledge and skills. This section will be used to help us understand how knowledge of specific areas of mathematics influences instructional decisions.

43. Ms. Wilson's class is working in groups to decompose 391 into hundreds, tens, ones, and tenths. As she walks around, she sees groups have arrived at very different answers. Which of the following ways to represent 391 should she accept as correct? Mark (X) EACH item.

Yes No I'm not sure

2 hundreds + 19 tens + 1 one

3 hundreds + 9 tens + 10 tenths

39 tens + 1 one

44. During a district mathematics workshop, one of the course leaders, Mr. Linden, gave the participating teachers a particularly challenging problem:

Mr. Linden asked: "If we were to group by sixes instead of by tens, how would we write the number 72? More specifically, how would you write 72 in base six?"

He got the following answers: 12, 200, 20, and 120. Which answer is correct?

Mark (X) ONE answer.

12

200

20

120

I'm not sure

45. Mr. Allen found himself a bit confused one morning as he prepared to teach. Realizing that ten to the second power equals one hundred ($10^2 = 100$), he puzzled about what power of 10 equals 1. He asked Ms. Berry, next door. What should she tell him? Mark (X) ONE answer.

- 0
- 1
- Ten cannot be raised to any power such that ten to that power equals 1.
- 1
- I'm not sure

46. Ms. Lawrence is making up word problems for her students. She wants to write a word problem for $3 \div \frac{1}{2}$. Which word problem(s) can she include? Mark (X) EACH item.

Yes **No** **I'm not sure**

Melissa has 3 pizzas and she wants to give half of them to her friend. How much pizza will her friend get?

Dan has 3 cups of chocolate chips. He wants to bake cookies, and each batch requires $\frac{1}{2}$ cup of chocolate chips. How many batches of cookies can Dan make if he uses all of the chocolate chips?

Three friends each have half of a cookie. How many cookies would they have if they put them all together?

Instructional Improvement

Questions in this section ask about efforts to improve instruction in your school. When answering these questions, please consider all of the instructional improvement efforts in which your school is involved. We refer to such efforts as the "school improvement program."

47. Did you participate in any of the following comprehensive and/or research based models of school reform this year? Mark (X) EACH item.

- Accelerated Schools Project
- America's Choice
- Roots and Wings
- Success for All
- I participated in a school reform program that is not listed here (please specify) _____

48. How much do you agree or disagree with the following statements about the school improvement program in your school? Mark (X) EACH item.

Strongly Disagree Disagree Agree Strongly Agree

There is a detailed plan for improving instruction in our school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The steps for improving instruction are carefully staged and sequenced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steps that teachers should take to promote classroom improvement are clearly outlined	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional goals for students are clearly defined	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My participation has exposed me to many examples of the kinds of student work the program is aiming for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My participation has exposed me to many examples of the kinds of classroom teaching the program seeks to foster	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The staff of a comprehensive school reform program provided me with many useful ideas and resources for changing my classroom practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

49. How much do you agree or disagree with the following statements about the school improvement program in your school? Mark (X) EACH item.

Strongly Disagree Disagree Agree Strongly Agree

I am capable of making the kinds of changes called for by the school improvement program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The kinds of changes called for by the school improvement program are helping my students reach higher levels of achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school improvement program in this school requires me to make major changes in my classroom practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I strongly value the kinds of changes called for by the school improvement program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

50. This year, what was the total number of hours of professional development you received?

Print number of hours in boxes.

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Hours

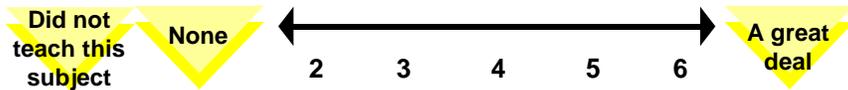
51. Please indicate how many professional development sessions you participated in this year that focused on the following topics: Mark (X) EACH item.

	None	1-2 Sessions	3-7 Sessions	8 or more Sessions
Student assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum materials or frameworks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content or performance standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multicultural or diversity issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom management and/or student discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School governance (e.g., local school council, site-based management, decision making)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School improvement planning or goal setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social services for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safety or school climate issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent involvement and/or community relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

52. Considering formal and informal professional development opportunities you had in mathematics this year, how much time and effort did you devote to the following? Mark (X) EACH item.

	Did not teach this subject	None	←—————→					A great deal
			2	3	4	5	6	
Analyzing or studying mathematics curriculum materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving my skills at designing mathematics tasks for my students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving my knowledge of number concepts (e.g., even and odd numbers, divisibility, place value, fraction concepts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving my knowledge of how particular computational procedures work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extending my knowledge of different representations for number concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extending my knowledge of different representations for operations or computation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

53. Considering formal and informal professional development opportunities you had in reading/language arts this year, how much time and effort did you devote to the following? Mark (X) EACH item.



	1	2	3	4	5	6
Analyzing or studying reading/language arts curriculum materials	<input type="checkbox"/>					
Improving my skills at doing miscue analysis	<input type="checkbox"/>					
Improving my skills at designing reading/language arts tasks for my students	<input type="checkbox"/>					
Improving my knowledge of phonetics	<input type="checkbox"/>					
Improving my knowledge of guided reading strategies that help students use context clues	<input type="checkbox"/>					
Improving my knowledge of the writing process	<input type="checkbox"/>					
Extending my knowledge about different ways to help students blend and segment sounds	<input type="checkbox"/>					
Extending my knowledge about different reading comprehension strategies such as KWL or reciprocal teaching	<input type="checkbox"/>					

54. This school year, how often did you work with other faculty or staff on the following? Mark (X) EACH item.



	Never	1-2 times	3-5 times	6-10 times	More than 10 times
Clarifying standards for student learning through in-depth discussion and analysis of students' classroom work	<input type="checkbox"/>				
Developing thematic units or other approaches to integrating instruction across curricular areas	<input type="checkbox"/>				
Examining or changing the scope or sequence of the coverage of specific curricular topics	<input type="checkbox"/>				
Examining the alignment of curricular materials and student assessments at this school	<input type="checkbox"/>				
Learning how to set up and use particular instructional grouping strategies (e.g., cooperative grouping, multi-age grouping)	<input type="checkbox"/>				

55. This school year, how often did the following things occur? Mark (X) EACH item.



	Never	1-2 times	3-5 times	6-10 times	More than 10 times
I watched another teacher model instruction	<input type="checkbox"/>				
Another teacher observed me teach and gave me feedback	<input type="checkbox"/>				
I watched another teacher teach and gave him or her feedback	<input type="checkbox"/>				

56. This school year, how often did the following things occur? Mark (X) EACH item.

	Never	1-2 times	3-5 times	6-10 times	More than 10 times
I watched an instructional leader (e.g., coach, coordinator, or facilitator) model instruction	<input type="checkbox"/>				
An instructional leader observed me teach and gave me feedback about improving my teaching techniques	<input type="checkbox"/>				
An instructional leader (e.g., coach, coordinator, or facilitator) observed me teach and gave me feedback about my use of curriculum materials	<input type="checkbox"/>				
An instructional leader studied my students' work and commented on ways I could improve their learning of subject matter	<input type="checkbox"/>				

57. To what extent do you agree or disagree with the following statements about your learning experiences this year? Please consider both formal (e.g., staff development) and informal (e.g., conferring with a colleague) learning experiences. Mark (X) EACH item.

	Strongly Disagree	Disagree	Agree	Strongly Agree
<i>My learning experiences this year...</i>				
Gave me many opportunities to work on aspects of my teaching that I am trying to develop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided me with knowledge or information that is very useful to me in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were coherently related to each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allowed me to focus on a problem over an extended period of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focused on too many topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided me with useful feedback about my teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made me pay closer attention to particular things I was doing in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Led me to seek out additional information from other teachers, an instructional leader, or some other source	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Led me to think about an aspect of my teaching in a new way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Led me to try new things in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your Background

58. **Are you:** Mark (X) ONE box.

Female

Male

59. **Are you:** Mark (X) ONE box.

Hispanic, regardless of race

Black, not of Hispanic origin

White, not of Hispanic origin

Asian or Pacific Islander

American Indian or Alaskan Native

Biracial/Multiethnic

Other (please specify) _____

60. **Which best describes your employment status in this school system?** Mark (X) ONE box.

Regular full-time teaching appointment

Regular part-time teaching appointment

Permanent substitute teaching appointment

Other (please specify) _____

61. **Which best describes your MAIN teaching assignment?** Mark (X) ONE box.

Self-contained classroom teacher
(i.e., you teach all core subjects: math, reading, language arts, science, social studies, etc.)

OR

Specialist teacher
Mark below your primary subject area assignment this year. Mark (X) ONE box.

English as a Second Language

Science

Fine Arts (Art, Music, Drama, etc.)

Special Education

Language Arts

Social Studies, History, Government

Mathematics

Speech, Communication

Physical Education

Writing Specialist

Reading Specialist

Other (please specify) _____

62. How many years have you worked as a teacher? Record whole years, not fractions or months.
Round up to the nearest whole number and include the current school year. Print number of years in the boxes.

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Number of years

63. How many years have you taught at THIS school? Record whole years, not fractions or months.
Round up to the nearest whole number and include the current school year. Print number of years in the boxes.

--	--

Number of years

64. What was your undergraduate major field of study? Mark (X) ONE box.

- Do not have an undergraduate degree
- Education
- English
- Social or Behavioral Sciences (economics, history, sociology, psychology)
- Foreign Language
- Mathematics
- Natural/Physical Sciences
- Other (please specify) _____

65. What was your major field of study for your highest graduate degree?
(For example, masters degree or Ph.D.) Mark (X) ONE box.

- Do not have a graduate degree
- Education
- English
- Social or Behavioral Sciences (economics, history, sociology, psychology)
- Foreign Language
- Mathematics
- Natural/Physical Sciences
- Other (please specify) _____

66. What type of teaching certification do you hold from the state where you teach? Mark (X) ALL that apply.

- Permanent or standard certification
- Probationary certification
- Temporary, provisional, or emergency certification
- Alternative certification
- Not certified

67. About how many undergraduate or graduate level classes have you taken at a college or university in the following areas? Mark (X) EACH item.

	None	1-3 classes	4-6 classes	7-9 classes	10-15 classes	16 or more classes
English or a related language arts field	<input type="checkbox"/>					
Methods of teaching reading, English, and/or language arts	<input type="checkbox"/>					
Mathematics	<input type="checkbox"/>					
Methods of teaching mathematics	<input type="checkbox"/>					

68. Over the past 5 years, about how many days of non-university based professional development programming have you had that covered curriculum, assessment, teaching, strategies, and ways students learn in the field of: Mark (X) EACH item.

	None	1-5 days	6-15 days	16-25 days	26 or more days
Reading/language arts	<input type="checkbox"/>				
Mathematics	<input type="checkbox"/>				

Thank you for taking the time to complete this questionnaire.
We greatly appreciate your contribution to the study.

If there is anything else you would like to tell us about this study, or about your work in this school, please enter your comments here.

Comments:



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Thank you for taking the time to complete this questionnaire.

We greatly appreciate your contribution to the study.

Please place this questionnaire in the postage paid envelope provided
and mail to the address on the envelope.

**The Study of Instructional Improvement
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University of Michigan
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If you have any questions, please feel free to
call our toll-free number at: **1-877-397-2374**

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